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ABSTRACT

A guide for faculty who want to improve their lecturing skills is presented. After identifying advantages and disadvantages of the lecture method, suggestions are offered for effective lecture preparation, with attention to organizing the body of the lecture, and beginning and closing the lecture. Vocal aspects of lecture delivery are addressed, along with eye contact, gestures, and physical movement. Practical suggestions for using visual instructional aids, such as chalkboard, slides, and transparencies are also presented. Three methods for collecting feedback on the instructor's lecturing skills are covered: videotape self-review, colleague review, and student evaluation of lecturing. Self-review rating forms are included that cover: the importance and suitability of content, content organization, presentation style and clarity, questioning skills, and establishing and maintains contact with students. Included are items from the Instructor and Course Evaluation System questionnaire for student rating of lecture organization, instructor communication skills, instructor-student interaction, and audiovisuals. Finally, suggestions are provided for interpreting collected assessments of lecturing. (SW)

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IMPROVING YOUR LECTURING

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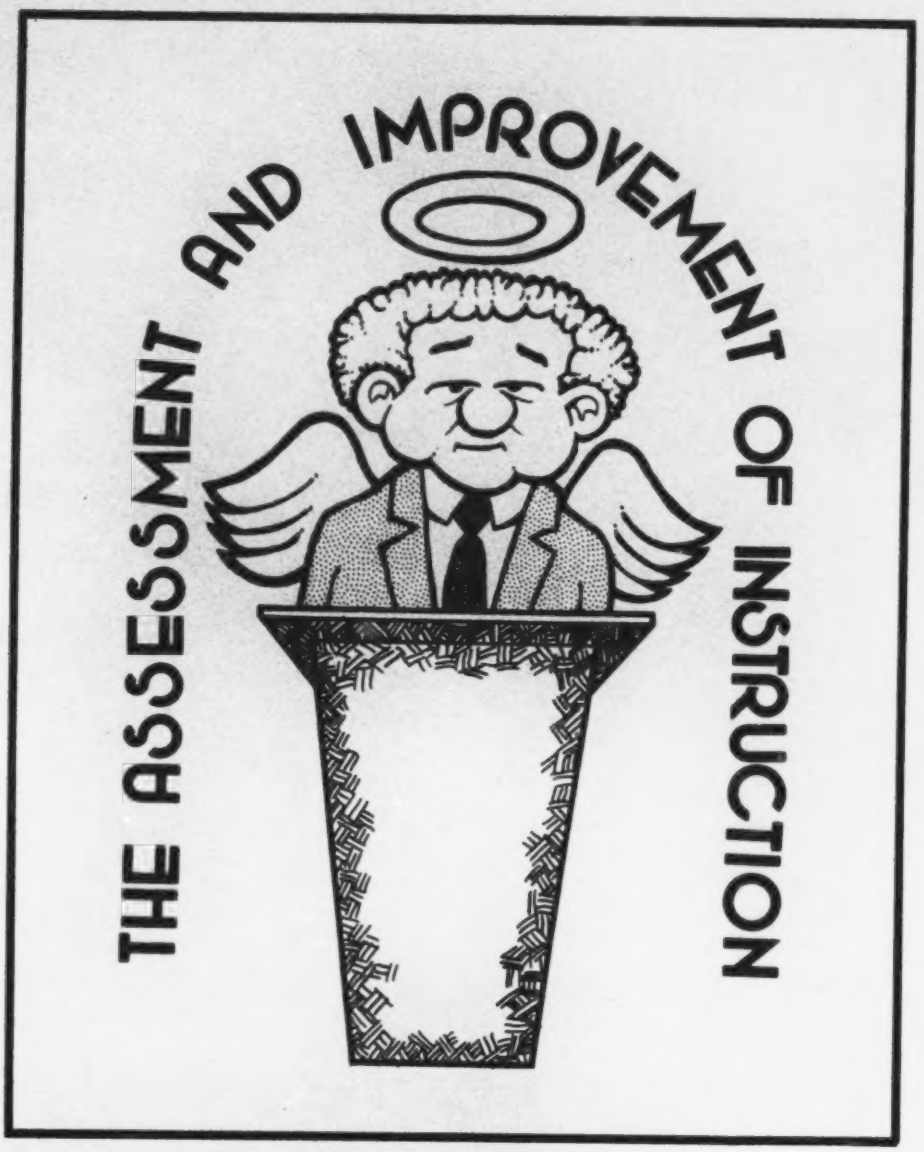

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IMPROVING YOUR LECTURING

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FOREWORD

Acquiring knowledge is a task which you, as a university instructor, have successfully mastered. Just acquiring knowledge, however, will not always be sufficient. Sooner or later you will be judged, not only by how much you have learned, but also by how well you can pass your knowledge on to others—whether those be students in a classroom or colleagues in business or industry. We believe that much of what is involved in passing knowledge on to others can be learned, practiced, and continually improved upon.

These pages represent neither a recipe booklet nor a text for teaching. Rather they address a series of topics thought to be important for all who wish to seriously consider their lecturing skills. It is meant to provide you with some ideas that may be elaborated or adapted according to your purpose.

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LECTURING

Introduction

This booklet is a starting point for faculty who want to improve their lecturing skills. It is meant to be a succinct and unembellished guide, one written in the belief that much of what distinguishes a successful lecture from one less so can be learned, practiced, and perfected. Office of Instructional and Management Services staff members are anxious to consult with faculty who wish to analyze and improve their lecturing skills. Instructors who would like to have a lecture observed or videotaped, or who would like to work out an individual plan to improve their teaching should call the Instructional Development Division of the Office of Instructional and Management Services (333-3370) to arrange a date and time.

ADVANTAGES AND DISADVANTAGES OF THE LECTURE METHOD

ADVANTAGES

The "good" lecture

... permits dissemination of unpublished or not readily available material.

... allows the instructor to precisely determine the aims, content, organization, pace and direction of a presentation. In contrast, more student-centered methods, e.g., discussions or laboratories, require the instructor to deal with unanticipated student ideas, questions and comments.

... can be used to arouse interest in a subject.

... can complement and clarify text material.

... complements certain individual learning preferences. Some students depend upon the structure provided by highly teacher-centered methods.

... allows for the gradual development of complex or difficult concepts and theories.

... permits the greatest amount of material to be presented to a group in the least amount of time.

DISADVANTAGES

However, the lecture also

... places students in a passive rather than an active role. Passivity can hinder learning and students' attention may be lost.

... encourages one-way communication; therefore, the lecturer must make a conscious effort to become aware of student problems and student understanding of content.

... requires a considerable amount of unguided student time outside of the classroom to achieve understanding and long-term retention of content. In contrast, interactive methods (discussion, problem-solving sessions) allow the instructor to influence students when they are actively working with the material.

... requires the instructor to have or to learn effective writing, speaking and modeling skills.

... places the responsibility of organizing and synthesizing content upon the lecturer.

SUGGESTIONS FOR EFFECTIVE LECTURE PREPARATION AND DELIVERY

Lecturing refers to both planning and delivering a classroom presentation rather than a formal speech. While both oral presentations have certain elements in common, a classroom lecture places greater emphasis on the importance of presenter-audience (instructor-student) interaction. The following list of suggestions for effective lecture preparation and delivery are arranged under one of the three phases of a lecture—the introduction, the body, and the closing.

THE BEGINNING OF THE LECTURE

A. Use an introduction that will catch the listener's interest.

Suggestion: Raise a question to be answered by the end of the lecture.

Example: "By the end of the hour, you should be able to answer the question, 'Are essay test questions better than objective test questions?'"

Suggestion: State an historical or current problem related to the lecture content.

Example: "It was conjectured by Gauss that the number of primes up to any point x was less than a certain smooth easily calculated function of x. This conjecture was supported by extensive numerical evidence. However, in 1914, Littlewood proved that, in fact, the relation becomes false for an infinite sequence of large x's. Let's take a look at Littlewood's reasoning."

Suggestion: Explain the relationship or relevance of lecture content to laboratory exercises, homework problems, professional career interests, the "real" world, etc.

Example: "Today's lecture is about the cost of living indices, a topic in macroeconomics which should help you understand the recent discussions in Congress related to inflation."

Suggestion: Relate lecture content to previous class material.

Example: "For the past few weeks, Skinner, Osgood and others who take a behaviorist view of language acquisition have occupied our attention. Today, let's look at a different perspective on language acquisition and learning. We'll spend the rest of this week and the next on understanding this view and comparing it with the behaviorist position."

B. Provide a brief overview of the lecture's content either verbally, with a handout, or through an outline on the chalkboard.

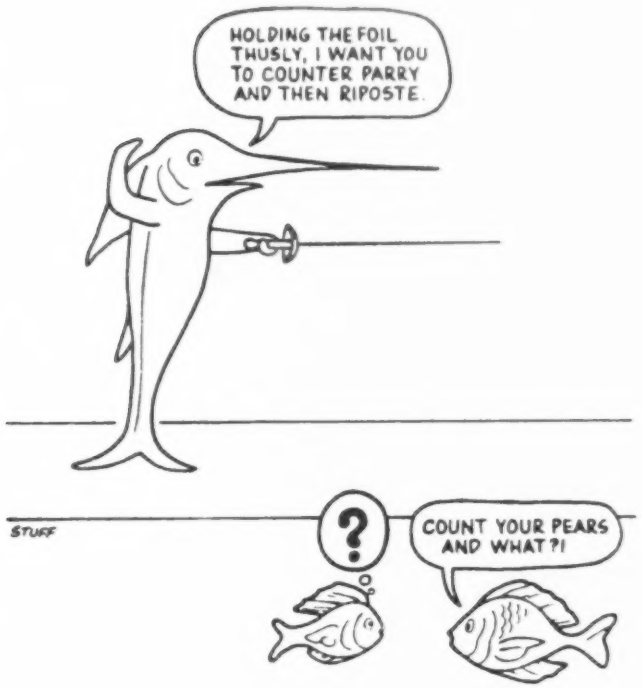
Example: "In Victorian England the conflict between religion and science was well reflected in the literature of the time. Today we'll look at two poems, 'In Memorium' and 'Dover Beach,' which illustrate this conflict."

C. Tell students how you expect them to use the lecture material.

Example: "Today, I'll offer a specific model of evaluation and illustrate its applicability in several kinds of settings. When you meet in your discussion groups this week, you'll be asked to apply the model as you discuss the Brown vs. the Board of Education decision."

D. Define or explain unfamiliar terminology.

Example: "In physics, the term work has a precise technical meaning. The work done by a force $\vec{F}$ when the object on which it acts moves a distance Δs [instructor puts a diagram on the board] is defined by $\Delta W = F_s \Delta s$. It is assumed that $\vec{F}$ does not change much during the motion through the distance Δs. F_s denotes the component in $\vec{F}$ in the direction of the motion and can be positive, zero, or negative. Now let's look at this diagram and see how well you understand the definition of work."

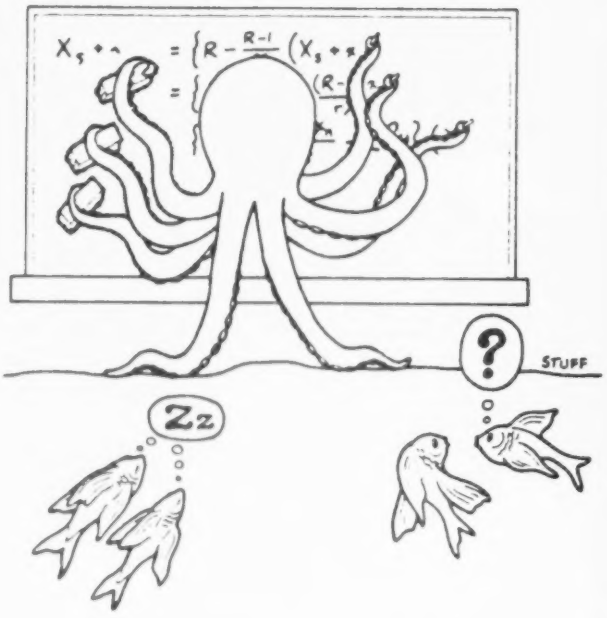


THE BODY OF THE LECTURE

ORGANIZATION

A. Allow for some flexibility in the amount of content to be presented in order to respond to student questions and comments.

B. Determine the key points to be developed during the class session. When every nuance, detail, or instance of a topic is discussed, or when too many ideas are presented and not well developed, students often lose sight of the main idea.



C. Organize material in some logical order. Suggested organizational schemes include:

Cause-Effect: Events are cited and explained by reference to their origins.

Example: *One can demonstrate how the continental revolutionary movements of the late 1700's affected British politics at the turn of the century.*

Time Sequential: Lecture ideas are arranged chronologically.

Example: *A lecturer explaining the steps in a clinical supervision model, talks about the initial steps to be taken, the second steps, and so forth.*

Topical: Parallel elements of different discussion topics are focused on successively.

Example: *A professor lecturing about the differential features of common diseases in canines and felines speaks about their etiologies, typical histories, predisposing factors....*

Problem-Solution: The statement of a problem is followed by alternative solutions.

Example: *A lecture on the Cuban missile crisis of 1962 may begin with a statement of the foreign policy problem followed by a presentation of the alternative solutions available to President Kennedy.*

Compare-Contrast: A two-sided discussion of a given topic is presented.

Example: *A lecture is organized around the advantages and disadvantages of using the lecture method of instruction.*

Ascending-Descending: Lecture topics are arranged according to their importance, familiarity, or complexity.

Example: *In a lecture introducing students to animal diseases, the diseases of primary importance may be discussed first, followed by discussion of diseases of secondary importance, and concluding with coverage of diseases of tertiary importance.*

A chemistry lecture may begin with a definition first of atoms, then elements, next molecules, and finally compounds.

Rule-Example-Rule: A rule is stated, followed by an example; then the rule is restated.

Example: *A chemistry lecture may begin with the rule that atoms of unlike charges (anions and cations) are attracted to each other. The rule would then be illustrated using sodium (cation) and chloride (anion) which make common salt (NaCl). The rule that cations and anions are attracted to each other would then be repeated.*

Example-Example-Rule: A model or rule is preceded by appropriate examples.

Example: *The American, French, and Iranian revolutions are described, followed by discussion on one model of revolutionary development.*

D. Prepare examples to clarify and emphasize key ideas.

E. Provide transitions which show the relationships between key ideas.

F. Effectively incorporate audiovisual or support materials. See page 13: "Practical Suggestions for Using Visual Instructional Aids: Chalkboard, Slides, Transparencies."

G. Throughout the lecture check on student understanding by:

1. Asking students to answer specific questions.

   Example: "Okay now, who can describe in his/her own words the theory of neuron transmission?"

2. Asking for student questions: State structuring question(s) or cues that help students formulate questions about what they don't understand.

   Poor Example: "Any questions?"

   Good Example: "Did you have any questions about the application of Kirchoff's rules in problem 6?"

3. Presenting a problem or situation which requires use of lecture material in order to obtain a solution.

   Example: "Over the last few days we have been discussing regression analysis. How can we use this information to predict your final grade in this course when given your midterm scores and the correlation between midterm and final scores?"

4. Checking on student understanding by watching the class for nonverbal cues of inattention, confusion or misunderstanding....

   Example: Look for puzzled expressions, loss of eye contact, talking, clock watching, frantic notetaking, and so forth.

THE CLOSING OF THE LECTURE

A. Answer any questions raised at the beginning of the lecture.

B. Provide closure for the lecture. Suggestions include:

1. Briefly summarize lecture material and preview what lies ahead.

   Example: "Today I have identified five phases of the reflective thinking process. Tomorrow we will see how these phases can be useful for our understanding of human learning."

2. Relate lecture material to past or future presentations.

   Example: "During the next lesson, you will form discussion groups and get some experience applying the evaluation model discussed in class today to the first three case studies in your file."

3. Ask a student to summarize the lecture's key ideas.

   Example: "Who can summarize the key issues developed during today's lecture?"

C. Restate what you expect the students to gain from the lecture material.

   Example: "As I stated in the introduction, given the appropriate data you should be able to plot the appropriate supply and demand curves."

D. Ask for and answer student questions.

THE FOLLOWING QUESTIONS RELATING TO LECTURE DELIVERY SHOULD BE CONSIDERED THROUGHOUT ALL THREE PHASES OF LECTURING:

DELIVERY-VOCAL

Do you:

1. Vary speech rate, volume and pitch? Cue important ideas by slowing down and leaving pauses? (Usually students take notes at less than one-fifth the rate at which most lecturers speak.)

2. Speak to students and not to the blackboard, walls, notes, or floor?

3. Stop writing and talking at intervals to check for student understanding?

4. Enunicate clearly?

5. Let your sense of humor show?

6. Avoid repetition of pet words or phrases (e.g., okay, uh)?

DELIVERY-PHYSICAL

Do you: 1. Establish and maintain eye contact with your students?

2. Use gestures and physical movements which complement your verbal statements and teaching style (e.g., looking at students while asking for student questions)?

3. Avoid using distracting gestures or physical movements (e.g., grooming, pacing)?

OTHER

Do you: 1. Adjust windows and doors for comfort?

2. Practice in advance with audiovisuals?

3. Set up audiovisual equipment prior to class? Come prepared with an extra bulb for overhead and slide projectors?

4. Set time aside prior to class to review your lecture material?

5. Prior to class, make certain that there is chalk and an eraser in the room?

PRACTICAL SUGGESTIONS FOR USING VISUAL INSTRUCTIONAL AIDS

Chalkboard, Slides, Transparencies

IMPORTANT:

Successful usage augments the presentation; it is not meant to be the presentation.

Be able to give the presentation without aids (in case something goes wrong).

PRESENTATION:

Keep visuals:

Simple - with wording minimal.

Visible - large enough.

When reproducing from texts, ENLARGE graphics and printing.

Easily understood - not too much detail.

Practice with equipment ahead of time in classroom.

USAGE:

Be alert to:

Obstructing the audience's view.

Effective number of visuals for time allotted, (don't overuse).

Proper timing:

1. Put on visual materials only when you are ready to talk about them.
2. Talk to your audience, not to the instructional aid.
3. Keep aid visible until students have finished taking notes.
4. Don't talk about additional material until students have completed taking notes from instructional aid.

THREE METHODS FOR ASSESSING LECTURING SKILLS

This section of the booklet presents three methods for collecting feedback on one's lecturing skills. The three methods include videotape self-review, colleague review, and student evaluation of lecturing. A lecturer can use the information gathered from one or more of the methods to identify strengths and weaknesses in his/her lecturing.

1. VIDEOTAPE SELF-REVIEW

Suggestions for Viewing Your Videotape

Focus your attention on a few lecture skills which are of particular interest to you and which are important to student learning. Select one or more of the following Rating Guides to focus upon while you view your videotape.

RATING GUIDES

page

- ☐ Content: Importance and Suitability 15
- ☐ Content: Organization 16
- ☐ Presentation: Style 17
- ☐ Presentation: Clarity 18
- ☐ Questioning Skills 19
- ☐ Establishing and Maintaining Contact with Students 20

Consider the following questions after viewing your videotape.
What aspects of your teaching do you like?
What aspects of your lecturing would you like to change?
Did you teach what you intended to teach?

To arrange for videotaping: Instructors wishing to have a lecture videotaped should call IMS/IDD. Instructors can view the videotaping privately or with an IMS staff member.

RATING GUIDE

CONTENT: IMPORTANCE AND SUITABILITY

Directions: *Respond to each of the statements below by checking the number which best expresses your judgment.*

1 = Strength
2 = Somewhat of a Problem
3 = A Major Problem
4 = Not Applicable

	1	2	3	4
1. The material presented is generally accepted by colleagues to be worth knowing.	___	___	___	___
2. The material presented is important for this group of students.	___	___	___	___
3. The instructor seemed to match the lecture material to the students' backgrounds.	___	___	___	___
4. The examples used were easily understood by students.	___	___	___	___
5. When appropriate, a distinction was made between factual material and opinions.	___	___	___	___
6. Appropriate authorities were cited to support statements.	___	___	___	___
7. When appropriate, divergent viewpoints were presented.	___	___	___	___
8. A sufficient amount of material was included in the lecture.	___	___	___	___

Other Comments:

RATING GUIDE

CONTENT: ORGANIZATION

Directions: Respond to each of the statements below by checking the number which best expresses your judgment.

1 = Strength
2 = Somewhat of a Problem
3 = A Major Problem
4 = Not Applicable

	1	2	3	4
Introduction:				
1. Stated the purpose of the lecture.	___	___	___	___
2. Presented a brief overview of the lecture content.	___	___	___	___
3. Stated a problem to be solved or discussed during the lecture.	___	___	___	___
4. Made explicit the relationship between today's and the previous lecture.	___	___	___	___
Body of Lecture:				
5. Arranged and discussed the content so that the organization/structure was made explicit to the students.	___	___	___	___
6. Asked questions periodically to determine whether too much or too little information was being presented.	___	___	___	___
7. Presented examples, illustrations or graphics to clarify abstract and difficult ideas.	___	___	___	___
8. Explicitly stated the relationships among various ideas in the lecture.	___	___	___	___
9. Periodically summarized the most important ideas in the lecture.	___	___	___	___
Conclusion:				
10. Solved or otherwise dealt with any problems raised during the lecture.	___	___	___	___
11. Restated what students were expected to gain from the lecture material.	___	___	___	___
12. Summarized the main ideas in the lecture.	___	___	___	___
13. Related the day's lecture to upcoming presentations.	___	___	___	___

Other Comments:

RATING GUIDE

PRESENTATION: STYLE

Directions: *Respond to each of the statements below by checking the number which best expresses your judgment.*

1 = Strength
2 = Somewhat of a Problem
3 = A Major Problem
4 = Not Applicable

	1	2	3	4
Voice Characteristics:				
1. Voice could be easily heard.	___	___	___	___
2. Voice was raised or lowered for variety and emphasis.	___	___	___	___
3. Speech was neither too formal nor too casual.	___	___	___	___
4. Speech fillers, ("okay now," "ahm,") were not distracting.	___	___	___	___
5. Rate of speech was neither too fast nor too slow.	___	___	___	___
Non-Verbal Communication:				
6. Established and maintained eye contact with the class as lecture began.	___	___	___	___
7. Listened carefully to students' comments and questions.	___	___	___	___
8. Wasn't too stiff and formal in appearance.	___	___	___	___
9. Wasn't too casual in appearance.	___	___	___	___
10. Facial and body movements were consistent with instructor's intentions. For example, the instructor looked at students while waiting for their responses after asking questions.	___	___	___	___

Other Comments:

RATING GUIDE

PRESENTATION: CLARITY

Directions: *Respond to each of the statements below by checking the number which best expresses your judgment.*

1 = Strength
2 = Somewhat of a Problem
3 = A Major Problem
4 = Not Applicable

	1	2	3	4
1. Stated the purpose at the beginning of the lecture.	___	___	___	___
2. Defined new terms, concepts and principles.	___	___	___	___
3. Told the students why certain processes, techniques or formulas were used to solve problems.	___	___	___	___
4. Used relevant examples to explain major ideas.	___	___	___	___
5. Used clear and simple examples.	___	___	___	___
6. Explicitly related new ideas to familiar ones.	___	___	___	___
7. Reiterated definitions of new terms to help students become accustomed to them.	___	___	___	___
8. Provided occasional summaries and restatements of important ideas.	___	___	___	___
9. Used alternate explanations when necessary.	___	___	___	___
10. Slowed the word flow when ideas were complex and difficult.	___	___	___	___
11. Did not often digress from the main topic.	___	___	___	___
12. Talked to the class, not to the board or windows.	___	___	___	___
13. The board work appeared organized and legible.	___	___	___	___

Other Comments:

RATING GUIDE

QUESTIONING SKILLS

Directions: *Respond to each of the statements below by checking the number which best expresses your judgment.*

1 = Strength
2 = Somewhat of a Problem
3 = A Major Problem
4 = Not Applicable

	1	2	3	4
1. Asked questions to see what the students knew about the lecture topic.	___	___	___	___
2. Addressed questions to individual students as well as the group at large.	___	___	___	___
3. Used rhetorical questions to gain students' attention.	___	___	___	___
4. Paused after all questions to allow students time to think of an answer.	___	___	___	___
5. Encouraged students to answer difficult questions by providing cues or rephrasing.	___	___	___	___
6. When necessary, asked students to clarify their questions.	___	___	___	___
7. Asked probing questions if a student's answer was incomplete or superficial.	___	___	___	___
8. Repeated answers when necessary so the entire class could hear.	___	___	___	___
9. Received students' questions politely and when possible enthusiastically.	___	___	___	___
10. Requested that questions which required time-consuming answers of limited interest be discussed before or after class or during office hours.	___	___	___	___

Other Comments:

RATING GUIDE

ESTABLISHING AND MAINTAINING CONTACT WITH STUDENTS

Directions: *Respond to each of the statements below by checking the number which best expresses your judgment.*

1 = Strength
2 = Somewhat of a Problem
3 = A Major Problem
4 = Not Applicable

	1	2	3	4
Establishing Contact:				
1. Greeted students with a bit of small talk.	___	___	___	___
2. Established eye contact with as many students as possible.	___	___	___	___
3. Set ground rules for student participation and questioning.	___	___	___	___
4. Used questions to gain student attention.	___	___	___	___
5. Encouraged student questions.	___	___	___	___
Maintaining Contact:				
6. Maintained eye contact with as many students as possible.	___	___	___	___
7. Used rhetorical questions to re-engage student attention.	___	___	___	___
8. Asked questions which allowed the instructor to gauge students' progress.	___	___	___	___
9. Was able to answer students' questions satisfactorily.	___	___	___	___
10. Noted and responded to signs of puzzlement, boredom, curiosity, etc.	___	___	___	___
11. Varied the pace of the lecture to keep students alert.	___	___	___	___
12. Spoke at a rate which allowed students time to take notes.	___	___	___	___

Other Comments:

2. COLLEAGUE REVIEW

a. CONDUCTING A MINI-LECTURE

Why?

The purpose of teaching to one to three colleagues is to provide you with an opportunity, in an informal atmosphere, to practice some of the suggestions mentioned in this booklet. Your colleagues can provide you with support and assistance in analyzing and refining your teaching skills.

What is involved?

1. Identify a few specific teaching goals or skills you wish to practice or try out. Plan and teach a 20-30 minute lesson to your colleagues.
2. Let your colleagues know:
   - The time involved - one half to one hour.
   - What they as students, are to know when the lesson is finished.
   - Upon what aspects of teaching you want them to focus.
   - Which rating sheet(s) (pp. 15-20) you wish them to use.

b. CONDUCTING A CLASSROOM VIDEOTAPING

Why?

The advantages of being videotaped in your own classroom are: that you are closer to reality than the mini-lecture; that of increased time flexibility and convenience (you can review the videotape more than once and at times of your choice); and that you can see yourself as you think your students see you.

What is involved?

The same as for a mini-lecture except that:

1. The time involved for colleagues is usually one hour for viewing the tape and one hour for discussion and review.
2. Arrangements for videotaping and playback sessions need to be made.

How do your colleagues help?

They help by:

1. Discussing your goals or objectives with you.
2. Observing your teaching.
3. Providing constructive feedback.
4. Helping you develop a strategy for making your instruction more effective.

What is in it for your colleagues?

Some of the ideas and approaches you will be reviewing may also be new to one or more of the group. Through active participation and exposure to these concepts, viewers can learn more about teaching.

How can it be arranged?

You can make arrangements yourself, or you can call members of the Instructional Development Division who will help you make the arrangements and recommend colleagues who will be willing to review your mini-lecture, or videotape.

3. STUDENT EVALUATION OF LECTURING

There are many ways of collecting information from students that can help you assess and improve your lecturing as the semester progresses. Several are listed below. Try them, modify them, or use them to generate a similar idea of your own. These evaluations may be used anytime during the semester.

— Ask for student volunteers (3-6) to meet with you during the week to review the lecture and to transmit comments from other students. Membership can be rotated over the semester among all who wish to volunteer.

— Ask two or three students to meet with you after class and review the notes they took that day. Look for spots where they may have been confused, and check to see that major points are accurately perceived. This activity can be particularly helpful for instructors who have received information from other evaluations that their organization of lecture material is weak, or that they do not explain things clearly.

— Some faculty are not inclined to discuss their lecturing with students, yet want to know their perceptions. Members of the Instructional Development Division can interview an entire class and transmit the resulting information to the instructor. The class interview takes about thirty minutes and can be done anytime during the semester. This method has been especially well received by instructors and students.

— Let your students know that you are interested in getting feedback about your lecturing. Place a "suggestions" box in the classroom.

— Ask a person from the Instructional Development Division to interview a few students outside of class or to meet with volunteers after class in order to provide you with accurate information about your lectures. This can be an ongoing activity.

— Another way of collecting student evaluations of lecturing is described by McKeachie (1978, pp. 22-23):

USING STUDENT LECTURE COMMITTEES

"One method I have used to increase the students' feeling of participation in the lecture, while keeping the lectures most closely related to student needs, was to choose a student lecture committee. Lecture notes were dittoed a week in advance; then a student committee was chosen from volunteers to read over the next week's assignment and lectures. The members of the committee also interviewed other members of the class to obtain their reactions to past lectures. The members of the committee then met me to suggest revisions of the forthcoming lectures. Since they could cloak their criticisms by saying 'Some of the students I interviewed said...,' they were usually quite frank.

"Some of the special techniques favored by such lecture committees are:

1. Placing a brief outline on the blackboard during the lecture. (Perhaps students pay more attention to an outline they copy than to one given to them ready printed.)

2. Summarizing important points at the end of the lecture.

3. Using demonstrations or movies to break up the lecture.

4. Breaking the lecture group into small buzz sessions to discuss particular problems. This technique seems to secure much greater student acceptance of some lecture materials. I've broken lecture sections of 500 students into groups of six. These groups discuss a problem for ten minutes, after which I call upon some of the groups to report. After each idea or suggestions, other groups which had the same idea are asked to raise their hands so that they too are involved and rewarded. The main points of the reports are placed on the blackboard and I then try to incorporate them into the lecture or at least discuss the problems involved."

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— Use ICES questionnaire items to assess your lecturing skills.

The following items are from the Instructor and Course Evaluation System (ICES). The item catalogs are available from departmental offices or from the Measurement and Evaluation Division of the Office of Instructional and Management Services (333-3490). Numbers preceding each item below are ICES numbers. The catalog contains additional items which you may prefer.

ORGANIZATION/STRUCTURE OF THE LECTURE

248--The instructor seemed well prepared for classes.
Yes, always — No, seldom

242--The instructor's knowledge of subject was:
Excellent — Poor

22--Did lectures repeat material covered by the reading?
Yes, but too often — No, too seldom

284--The instructor followed an outline during classroom presentations.
Almost always — Almost never

281--The instructor presented material at a level appropriate for me.
Almost always — Almost never

27--The instructor described at the beginning of class what was planned.
Almost always — Almost never

297--How much detail did the instructor provide in his/her explanation?
Too much — Too little

339--The instructor pointed out what was important to learn in each class session.
Almost always — Almost never

7--Did the instructor present topics in a logical sequence?
Yes, almost always — No, almost never

294--The instructor broke down complex topics for easier explanation.
Often — Seldom

13--Was class time spent on unimportant and irrelevant material?
Yes, often — No, never

523--Each concept was explained and discussed thoroughly.
Strongly agree — Strongly disagree

132--The instructor attempted to cover too much material.
Strongly agree — Strongly disagree

285--The instructor summarized material presented in each class.
Almost always — Almost never

255--How interesting were the instructor's presentations?
Very interesting — Rather boring

299--The instructor did not synthesize, integrate, or summarize effectively.
Strongly agree / Strongly disagree

528--How helpful were the instructor's examples/experiences?
Very helpful / Not at all helpful

PRESENTING THE LECTURE

INSTRUCTOR'S COMMUNICATION SKILLS

241--Was the instructor a good speaker?
Yes, very good / No, rather poor

259--It was easy to hear and understand the instructor.
Almost always / Almost never

305--The instructor looked at the class while speaking.
Almost always / Almost never

313--The instructor's lack of facility with English hindered communication of ideas.
Strongly agree / Strongly disagree

289--The instructor generally talked:
Too fast / Too slow

145--What pace did the instructor set in presenting the material?
Too fast / Too slow

380--The instructor varied the tempo of the class to suit content and students' needs.
Almost always / Almost never

280--The instructor's presentations allowed for easy note taking.
Almost always / Almost never

139--Use of blackboard, overhead projector, demonstrations, films or models.
Used effectively / Not used effectively

288--How difficult was it to copy what the instructor put on the board?
Very difficult / Very easy

257--The instructor emphasized important points by raising voice, repeating, etc.
Almost always / Almost never

341--During presentations, did the instructor check on students' understanding?
Almost always / Almost never

355--The instructor was skillful in observing student reactions.
Almost always occured / Almost never occured

354--The instructor listened attentively to what class members had to say.
Always / Seldom

292--The main points of lecture were clearly understood.
Almost always / Almost never

244--How would you characterize the instructor's ability to explain?
Excellent / Very poor

293--The instructor explained new ideas by relating them to familiar concepts.
Often / Seldom

286--The instructor's presentation of abstract ideas, concepts, and theories was:
Very clear / Very unclear

INSTRUCTOR-STUDENT INTERACTION

246--Did the instructor seem to enjoy teaching?

Yes, very much	No, enjoyed it little

392--The instructor promoted an atmosphere conducive to work and learning.

Strongly agree	Strongly disagree

377--Did the instructor intimidate the students?

Yes, frequently	No, never

358--The instructor could sense when an idea had not been clear to me.

Strongly agree	Strongly disagree

401--Students were free to interrupt presentations if points needed clarification.

Strongly agree	Strongly disagree

328--Did the instructor raise challenging questions in class?

Yes, often	No, seldom

359--How often did the instructor understand your comments or questions?

Almost always	Almost never

367--How often did the instructor give up on students when they didn't understand?

Very often	Seldom

79--The instructor was willing to answer my questions thoroughly.

Almost always	Very seldom

295--The instructor was able to answer questions clearly and concisely.

Almost always	Almost never

265--The instructor made use of alternative explanations when needed.

Almost always	Almost never

AUDIO/VISUAL

90--Did instructional materials appear to be conscientiously prepared or chosen?

Yes, always	No, seldom

91--Instructional materials for this course were:

Too elementary	Too advanced

93--Were slide presentations interesting and stimulating?

Yes, always	No, never

96--How much explanation did the instructor provide in discussing slides, films, etc?

Too much	Too little

SUGGESTIONS FOR INTERPRETING COLLECTED ASSESSMENTS OF LECTURING

At times, colleague and student comments are difficult to understand; for example, sometimes one comment seems to contradict another. By using some of the suggestions which follow, you may be able to make good use of the information which is available.

1. If a comment doesn't make sense to you, or if two comments seem to cancel each other, ask one person or ask a group of students to explain in more detail what may have been meant. If the semester is over, wait until several weeks of a new semester have passed; then ask the current students if the original comment is still pertinent and what it means to them. Ask for one or two examples.

2. Group the comments by topic, for example, lecture organization, or exams, or communication skills, or group the comments so that you can readily see your lecturing strengths and weaknesses.

3. Decide which topics seem worth further consideration at this time. It is often useful to check, whenever possible, with whomever made the original comments to see if your lecture improvement plans are related to their comments.

Sometimes several comments indicate a particular pattern of strength or a pattern which hinders lecture effectiveness. A few patterns commonly mentioned as needing improvement are listed below; they are accompanied by suggestions which may encourage you to develop your own plan of action.

Patterns	Suggestions
LACK OF CONTACT WITH STUDENTS	Make a point of stopping after parts of the lecture and finding out if students are understanding what you want them to understand. Prior to the lecture, prepare 1-3 questions that you can ask at designated points in the lecture. The questions should require more than a "yes" or "no" answer. Get responses from more than one student. Student responses can indicate to you the level of class understanding.

Patterns	Suggestions
WEAK EXPLANATIONS	Be prepared to provide definitions for all new or technical terms. Prior to the lecture, prepare examples to illustrate major ideas. Be ready to clearly state why the example is illustrative. Point out the key parts of the example. Also, prepare alternative examples or non-examples to use when the originals appear to be unclear. In certain cases, one example may be adequate.
QUESTIONING PROBLEMS	Prepare key questions in advance. A long pause following a question may indicate a lack of student understanding of the question or content. If students don't answer a question, ask them to tell you why.
WAVERING STUDENT ATTENTION	Two or three times during an hour lecture, arrange situations where students have to actively participate: ask questions students have to answer; ask students to solve part of a problem; ask students to relate what you've said to something....

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*The Dewey-decimal numbers are those used by the University of Illinois Library.